

Miami-Dade County Public Schools

Howard D. Mcmillan Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Howard D. Mcmillan Middle School

13100 SW 59TH ST, Miami, FL 33183

<http://hdmcmillan.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Howard D. McMillan Middle School's mission is to provide exceptional educational opportunities by addressing the unique needs of all students of our multicultural community. Through collaboration and participation with parents and the community, our school will use data to promote high quality instruction and motivate students in an intellectually and technologically rich environment, preparing them to meet the challenges of the future.

Provide the school's vision statement.

The vision of Howard D. McMillan Middle School is to increase student achievement and incorporate college and career readiness at a globally competitive level through innovative, rigorous curricula utilizing Cambridge frameworks, robotics engineering, and medical health Science technological advancements in a global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
	Assistant Principal	
Diaz, Joel	Assistant Principal	Assist the principal in planning, organizing, administering, and operating all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Koren, Justin	Principal	Principal of the school responsible for decisions and programs offered. Plans, organizes, administers, and operates all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Rodriguez, Idelsy	Magnet Coordinator	Magnet Lead Teacher and Test Chairperson who organizes and plans the monthly testing calendar for the school. She plans, delivers lessons and administers assessments. Also, she serves as the magnet lead teacher, organizing and planning recruitment events monthly.
Karina, Moncada	Teacher, K-12	RJP Coordinator and team leader grade 7 who administers assessments and uses data to provide differentiated instruction. Participate in the planning and delivery of Restorative Justice activities and events for the school.
Porzio, Amy	Teacher, K-12	PD Liaison and Science teacher who plans and delivers lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff. Leads the schools EESAC committee where she organizes and leads the monthly meetings with stakeholders.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Miami Dade County Public Schools using the School Advisory Council (EESAC) to gather input for the school improvement process. A well rounded representation of stakeholders are present as the school improvement plan and process is developed throughout the 2023-2024 school year. Representation from administration, businesses, community, parents, students, teachers, and staff are represented and become the quorum to vote on the decisions made as committee.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Process is implemented in phases which includes actions steps. Howard D. McMillan Middle School will work with all stakeholders through scheduled EESAC meetings, monthly title 1 meetings, PTSA meetings, leadership meetings and Curriculum council meetings to monitor the plans effectiveness through the phases. Additionally the administrative team will review review the data from progress monitoring windows throughout the year to lead the conversations with the team to build the action steps. Departments solicit teachers feedback along the way to gather ideas and items that should be addressed according to the data. Additionally faculty meetings allow the teachers the opportunity to hear the final determination of the action steps.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	11	12	18	41
One or more suspensions	0	0	0	0	0	0	0	0	14	14
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	7	4	1	12
Course failure in Math	0	0	0	0	0	0	23	10	12	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	74	73	109	256
Level 1 on statewide Math assessment	0	0	0	0	0	0	65	68	85	218
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	186	269	297	752

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	67	51	79	197

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	4	0	5
Students retained two or more times	0	0	0	0	0	0	2	4	2	8

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	9	11	10	30
One or more suspensions	0	0	0	0	0	0	14	14	23	51
Course failure in ELA	0	0	0	0	0	0	2	6	1	9
Course failure in Math	0	0	0	0	0	0	15	3	3	21
Level 1 on statewide ELA assessment	0	0	0	0	0	0	24	48	43	115
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	45	52	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	57	76	75	208

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	19	35	29	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	4	0	5
Students retained two or more times	0	0	0	0	0	0	2	4	2	8

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	9	11	10	30
One or more suspensions	0	0	0	0	0	0	14	14	23	51
Course failure in ELA	0	0	0	0	0	0	2	6	1	9
Course failure in Math	0	0	0	0	0	0	15	3	3	21
Level 1 on statewide ELA assessment	0	0	0	0	0	0	24	48	43	115
Level 1 on statewide Math assessment	0	0	0	0	0	0	33	45	52	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	57	76	75	208

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	19	35	29	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	4	0	5
Students retained two or more times	0	0	0	0	0	0	2	4	2	8

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	56	49	67	55	50	63		
ELA Learning Gains				62			52		
ELA Lowest 25th Percentile				53			35		
Math Achievement*	67	60	56	68	43	36	55		
Math Learning Gains				74			29		
Math Lowest 25th Percentile				63			23		
Science Achievement*	70	55	49	62	54	53	59		
Social Studies Achievement*	82	72	68	85	64	58	64		
Middle School Acceleration	89	74	73	89	56	49	72		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	67	50	40	67	77	76	65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	690
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	54			
ELL	62			
AMI				
ASN				
BLK	66			
HSP	73			
MUL				
PAC				
WHT	90			
FRL	66			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	60			
AMI				
ASN	80			
BLK				
HSP	69			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	82			
FRL	67			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			67			70	82	89			67
SWD	38			41			46	61	83		5	
ELL	53			50			41	75	85		6	67
AMI												
ASN												
BLK	62			69							2	
HSP	67			67			69	81	89		6	67
MUL												
PAC												
WHT	84			80			100	90	94		5	
FRL	59			59			59	78	81		6	62

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	67	62	53	68	74	63	62	85	89			67
SWD	39	51	43	44	56	52	32	69	72			
ELL	46	54	53	52	68	63	33	76	89			67
AMI												
ASN	69	58		92	100							

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP	66	62	54	67	73	63	61	84	88			67
MUL												
PAC												
WHT	83	74		82	85		77		90			
FRL	63	60	52	64	72	63	58	82	87			67

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	63	52	35	55	29	23	59	64	72			65
SWD	38	42	31	34	26	20	34	53	50			
ELL	51	49	36	50	25	21	44	48	68			65
AMI												
ASN	86	71		79	71							
BLK	82	64		73	36							
HSP	62	51	36	54	28	23	57	62	71			65
MUL												
PAC												
WHT	86	68		77	21		75		91			
FRL	59	49	36	52	28	25	54	61	69			65

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	60%	50%	10%	47%	13%
08	2023 - Spring	62%	51%	11%	47%	15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	57%	50%	7%	47%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	58%	5%	54%	9%
07	2023 - Spring	39%	48%	-9%	48%	-9%
08	2023 - Spring	45%	59%	-14%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	55%	40%	15%	44%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	56%	40%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	52%	44%	48%	48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	65%	30%	63%	32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	68%	8%	66%	10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Results from the Florida Standards Assessment in 2023 indicates the data component that showed the lowest performance at Howard D. McMillan Middle School was Grade 7 FAST MATH (39%). The contributing factors are students who were enrolled in Accelerated Grade 7 Mathematics sat for the Grade 8 FAST Mathematics exam instead of the Grade 7 FAST exam; therefore, the majority of students who took the Grade 7 assessment were students in the lowest 25%. Another factor that contributed to lower performance is the need for an implementation of greater interventions targeting this specific student population.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component which showed the greatest decline at Howard D. McMillan Middle School on the FAST in 2023, compared to the prior year's data utilizing a different exam, was overall ELA achievement. The 2023 ELA proficiency percentage was 65%, compared to 2022 in which it was 67%, representing a 2% decrease. Grade 6 contributed to the decline of the overall proficiency percentage, dropping from 65% in 2022 to 61% in 2023, representing a 4 percentage point decrease. The factor that contributed to the decline is the need to improve instruction and align lessons to the newly adopted B.E.S.T. Standards, particularly during common planning. The new standards should also be supported by the appropriate technological and supplemental materials.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap at Howard D. McMillan Middle School on Florida Standards Assessment in 2023 was the results of the Grade 8 FAST Mathematics school average versus the state average. Overall proficiency for Howard D. McMillan Middle School Grade 8 FAST Mathematics results was 45%, compared to the state average of 55%, representing a difference and decline of 10 percentage points. The factor that contributed to this gap is the need for more extensive interventions and collaboration with inclusion practices. Planning time for the general education and the co-teachers should be increased in order to implement the B.E.S.T. Standards.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the greatest improvement at Howard D. McMillan Middle School on Florida Standards Assessment in 2023 was Science with an increase of 7 percentage points from 63% in 2022 to 70% in 2023. Students were afforded the opportunity to attend extended learning opportunities such as Saturday Academy and before and after school tutoring. Teachers collaborated in common planning time by reviewing baseline and MYA data. There was also a continuation of shared best practices in common planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the student population that accrued 10+ unexcused absences. Conducting team parent conferences, which include the administration, counselor, community involvement specialist, parent and student, is important in the process of early identification. The attendance team will continue to meet to identify students and support students once they reach the target of 5 absences.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student Safety:

Safety and security is paramount with regard to school success. When students feel safe and that they belong, school culture and achievement data shows gains and successes that surpass expectations

2. School Culture/Morale:

Social emotional learning and improving school culture is the focus for the 2023-2024 school year. Providing opportunities for teachers to connect socially and increase student activities will contribute to the implementation of team building and pride.

3. Student Achievement:

The school has an established and powerful Professional Learning Support Team (PLST) that provides educators with professional development related to the School Improvement Plan goals and the overall needs of the school. During the designated professional development days, on August 15 and October 27, the school will offer full day differentiated professional development. The PLST will develop whole group job-embedded sessions during the professional development days that support the school improvement action steps related to ELA and Mathematics. The data findings indicated that while data chats were conducted, there is a need for further lesson planning with colleagues to ensure alignment with B.E.S.T. Standards.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM 3 data, 45 % of Grade 7 students were proficient in Mathematics as compared to the state average of 48% and the school district average of 49%. The Grade 7 Mathematics data indicates a 3 percentage decrease to the state average and 4 percentage decrease from the school district average. Based on the data and the identified contributing factors of high level 1 and 2 ESOL students and students with disabilities, math fundamental skills, and standard aligned instruction we will implement the Targeted Element of Mathematics. Howard D. McMillan selected the area of focus based on our findings that demonstrated by Mathematics data showing percentage decreases. Improvement is needed in meeting the unique needs of learners therefore it is evident that there is a need in our ability to plan standards aligned lessons to include the B.E.S.T. Standards and assessments to meet the students' needs. During collaborative common planning, teachers will understand the pre-requisites and assessments limits of the standards to plan lessons for instruction. The data finding had the most impact because while we conducted data chats, there is a need for planning lessons with peers that are aligned to the B.E.S.T. Standards.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of standards aligned instruction, the overall Mathematics proficiency and Grade 7 Mathematics proficiency will increase by 5 percentage points to meet the district and state average as evidenced by the 2024 FAST PM 3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Implementing Mathematics as a focus will allow for ongoing professional development with staff, teachers will plan lessons using B.E.S.T. Standards, new FAST items specifications, assessment limits, pacing guides, and teacher editions. Administration will conduct weekly strategic classroom walkthroughs to monitor lesson plans and implementation of the lesson plans. Quarterly data chats will occur with administration so that data driven instruction will be planned for during common planning. Scheduled data chats will occur after the FAST PM 1 and PM 2. Data chats schedule and established protocols will be evidence for monitoring the process.

Person responsible for monitoring outcome:

Justin Koren (272937@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within Targeted Element of Mathematics, our school will focus on the evidence-based strategy of Standards Aligned Instruction, data chats, planning. Aligning lesson plans to the new B.E.S.T. Standards, item specifications and pacing guides will assist in accelerating the proficiency scores and Mathematics achievement. The aligned approach to teaching the new Standards and assessing the students through informal and formal assessments will improve overall proficiency. Department Meetings will be the part of the time when the teacher can collaborate to work through the lesson planning process and unpacking the new B.E.S.T. Standards. Mathematics instruction will be monitored via classroom walkthroughs, lesson plan end products and student work samples.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Focusing on Mathematics will ensure that teachers are using the B.E.S.T. Standards, pre-requisite skills, assessment limits, and item specifications to plan lessons that meet students' needs. Teachers will continually make adjustments to their instruction; lesson plans and instructional delivery as new information is shared pertaining to the standard and students' needs. Administrative classroom walkthroughs will occur to monitor the lesson development in Mathematics. The resources necessary for effective use of time is new FAST item specification, pacing guides, teacher editions and student work samples. Administrative attendance during common planning will be used to monitor the lesson planning process during the designated time.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide and analyze School Performance Data by subject and grade level with the Leadership Team. This analysis will be occur with teachers during their respective department meetings. The Leadership Team will then reflect and discuss strengths and areas of improvements. Administration will review all department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible: Justin Koren (272937@dadeschools.net)

By When: August 14, 2023; September 29, 2023

Schedule department meeting times to ensure collaborative planning so as to provide teachers with opportunities to plan lessons using new B.E.S.T. Standards, item specification to understand the standards pre-requisite skills and assessment limits to plan lessons. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will review agendas, sign in sheets and check lesson plans during informal classroom visits as evidence of standards aligned lesson plans.

Person Responsible: Wayne Rimmer (waynerimmer@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

During department meetings collaborative planning will take place; teachers will align resources, activities, and student work to the standards. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during common planning. Administration will conduct informal walkthroughs to ensure fidelity and evidence of lesson alignment.

Person Responsible: Justin Koren (272937@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

School wide individual data chats will take with administration place using data use a reflective protocol sheet and charts to track their data to prepare. Teachers will analyze data during collaborative common planning by grade and by department prior to analyzing their individual data. Administration will provide professional development during Mathematics department meetings as to the Power BI dashboard available to all teachers, Performance Matters and the iReady Dashboard. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible: Justin Koren (272937@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data component that showed the greatest decline at Howard D. McMillan Middle School on Florida Standards Assessment in 2023 compared to the prior year data was data element of the overall ELA achievement. The 2023 ELA proficiency percentage was 65%, compared to the 2022 proficiency percentage of 65%, representing a 2% decrease. In particular, Grade 6 contributed largely to the decline of the overall proficiency percentage from the 2022 results, in which the average was 65%, as compared to the 2023 results, in which the average was 61%, representing a 4 percentage point decrease. Based on the data and the identified contributing factors of high level 1 and 2 ESOL students, as well as students with disabilities, the school will focus on Reading and Vocabulary Fundamental Skills. This particular Area of Focus was selected based on data review demonstrating overall proficiency percentage decreases in ELA. Improvement is needed in meeting the unique needs of learners; therefore, it is evident that there is a need in our ability to plan using the newly adopted B.E.S.T. Standards.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation ELA as a focus, the overall ELA proficiency will increase by 5 percentage points by improving the Grade 6 proficiency as evidenced by the 2024 FAST PM 3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Within targeted elements of ELA, the school will focus on the evidence-based strategy of standards aligned instruction, data chats, planning. Aligning lesson plans to the new B.E.S.T. Standards, item specifications and pacing guides will assist in accelerating the proficiency scores and ELA achievement. The aligned approach to teaching the new standards and assessing the students through informal and formal assessments will improve overall proficiency. Department meetings will be the part of the time when the teacher can collaborate to work through the lesson planning process and unpacking the new B.E.S.T. Standards. ELA instruction will be monitored via classroom walkthroughs and reviews of teacher lesson plans, student work samples, and administered assessments.

Person responsible for monitoring outcome:

Justin Koren (272937@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Area of Focus of ELA, the school will focus on the evidence-based strategy of standards aligned instruction, data chats, and planning. Aligning lesson plans to the newly adopted B.E.S.T. Standards will be accomplished with the the support of the District's item specifications and pacing guides. Implementing an aligned approach to teaching the new standards and assessing students through informal and formal assessments will improve overall proficiency. During scheduled department meetings, teachers collaborate on the lesson planning process and collectively work to unpack the B.E.S.T. Standards. ELA instruction will be monitored using classroom walkthroughs, lesson planning, and student work samples.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Focusing on ELA will ensure that teachers are using the B.E.S.T. Standards, pre-requisite skills, assessment limits, and item specifications to plan lessons that meet students' needs. Teachers will

continually make adjustments to their instruction; lesson plans and instructional delivery as new information will be shared. Administrative classroom walkthroughs will occur to monitor the lesson development in ELA. The resources necessary for effective use of time/instructional pacing will be new District's item specifications, pacing guides, and student work samples. Administrative attendance during common planning will assist in monitoring the lesson planning process.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide and analyze School Performance Data by subject and grade level with the Leadership Team. This analysis will be occur with teachers during ELA department meetings. The Leadership Team and departments will analyze the data following a Restorative Justice Circle protocol. The leadership team and departments will reflect and discuss strengths and areas of improvements as a school and grade level. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible: Patricia Deangeli (pdeangeli@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Facilitate the ELA department meeting times as collaborative planning to provide teachers with opportunity to plan lessons using new B.E.S.T. Standards, item specification to understand the standards pre-requisite skills and assessment limits to plan lessons. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during ELA planning time. Administration will review agendas, sign-in sheets and check lesson plans during informal classroom visits as evidence of standards-based lesson plans.

Person Responsible: Justin Koren (272937@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

During ELA department meetings used a planning time, teachers will align resources, activities, and student work to the standards. Weekly lesson plans will be used as evidence for the implementation of standards-aligned instruction during planning time. Administration will conduct informal walkthroughs to ensure fidelity and evidence of lessons developed and aligned.

Person Responsible: Patricia Deangeli (pdeangeli@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

School wide individual data chats will take with administration place using data use a reflective protocol sheet and charts to track their data to prepare. Teachers will analyze data during collaborative common planning by grade and by department prior to analyzing their individual data. Administration will provide professional development during ELA department meetings as to the Power BI dashboard available to all teachers and the iReady Dashboard. Administration will review the department meeting agendas, meeting minutes and sign in sheets as evidence of performance data reviewed.

Person Responsible: Justin Koren (272937@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on a review of the data, our school will implement the target element of Social Emotional Learning. The results of Howard D. McMillan Middle School's data review, as indicated by the 2022-2023 School Climate Survey, indicates that the greatest need for improvement is Social Emotional Learning -- specifically in the area of team building. 50% of the students felt that their teachers are 'interested in how they do in in the future'. This indicates that there is a need for improvement in teacher/student connections. In the area of team building last school year, there was minimal opportunity for students and teachers to connect socially. Additionally, student activities were limited throughout the school year. The actions that will be taking place to promote an increase in Social Emotional Learning and team building are more opportunities for school-wide activities to bridge the teacher/student connections.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element of Social Emotional Learning, the team building and staff student connections will increase by 5 percentage points, and will reflect more than 50% of the staff, as evidenced by School Climate Survey administered in Spring of 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Professional Learning Support Team will establish a mentor program with individual students to establish positive relationships with adults. Team Leaders will implement team building activities throughout the year to promote school pride and team building. Professional Development Activities will take place where collaborative opportunities are provided to the staff to increase collaboration and team building. These activities will be shared with stakeholders through shared activities calendar and meeting schedules. Establishing and maintaining positive relationships through team activities and collaborative spaces will empower and increase team building and the social emotional support provided to students.

Person responsible for monitoring outcome:

Justin Koren (272937@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of staff student connection, our school will focus on the evidence based strategy: "Team Building Within Social Emotional Learning." Team building and pride will increase the positive student and teacher interactions at Howard D. McMillan Middle School. Relationship building through team activities will be monitored monthly through the school's "Color Challenge" activities and will be documented in the school's activities calendar, school website, and social media. A published monthly calendar will include ongoing social activities and incentives that promote staff and student connections. As a result of these activities, there will be an increased level of school spirit and pride which will have a direct impact on Social Emotional Learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing Social Emotional Learning in the area of team building will increase students' positive interactions with adults through activities between teachers and students. The initiative will provide the administration, Leadership Team, PLST, and Team Leaders with data to support increased staff student connections, school pride and team building.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Homeroom classes will participate in a door decorating contest for the Core Value of Respect (in combination with their grade level team color) for the month of September. As a result of homeroom teachers and students decorating their doors to display the core value of Respect for the month of September, doors will be judged by team leaders to identify a winning team/grade level for the activity. These points earned are tallied throughout the year's activities to award the "Team Cup" at the end of the school year to the grade level that earned the most annual points. The door decorating participation serve as evidence towards the goal of increasing social emotional learning in the area of team building.

Person Responsible: Victor Grimaldo (vgrim@dadeschools.net)

By When: September 11-15, 2023

Faculty and staff will nominate students for the "Do The Right Thing" student recognition program monthly. For the month of September the deadline for submission is September 20, 2023. As a result of the final nominations, monthly certificates and T-shirts are given to the nominated students and students' names are recorded with their picture and displayed on the "Do The Right Thing" board in the main entrance of the school. Written nominations of students for "Do The Right Thing" serves as evidence toward the goal of increasing the overall sense of belonging, particularly when students make good choices that positively impact the school community.

Person Responsible: Victor Grimaldo (vgrim@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Restorative Justice Practice of Circle Protocol will be implemented once a month amongst the homeroom classes discussing, sharing ideas and adding reflections on the monthly CORE Value. Team Leaders will monitor the effectiveness of the circle process during homeroom. The monthly records of the RJP circle process serves as evidence of increasing student voice and will be entered into the RJP database, which is monitored by the District.

Person Responsible: Moncada, Karina (k_moncada@dadeschools.net)

By When: September 20, 2023

The "Team Color Challenge" will be implemented monthly. Each grade level team is represented by a different color as demonstrated by team activities. Students will dress in their team color as a way to earn points toward the end of the year "Team Cup." Grade 6 is red. Grade 7 is silver. Grade 8 is blue. The participation in wearing the team color serves as evidence towards the goal of team building.

Person Responsible: Victor Grimaldo (vgrim@dadeschools.net)

By When: September 29, 2023

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM 3 data, 45 % of Grade 7 students were proficient in Mathematics as compared to the state average of 48% and the District average of 49%. The Grade 7 Mathematics data indicates a 3 percentage decrease as compared to the state average and a 4 percentage decrease from the District average. In the area of ELA on the Florida Standards Assessment in 2023, overall achievement showed a noticeable decline. The 2022 ELA proficiency percentage was 67%, compared to 2022 in which it was 65%, representing a 2% decrease. Grade 6 contributed to the decline of the overall percentage from the 2022 FAST Assessment at 65%, and the 2023 FAST at 61%, which reflects a four percentage point decrease. To address this decline, five new teachers have been hired and have all been assigned MINT Mentors. Based on data review, our school will implement the Targeted Element of Professional Learning during the 2023-2024 school year. The overarching area of Professional Learning was selected because continuous improvement is needed to provide well-planned, high quality professional learning opportunities during scheduled professional development days. This involves collaboration with peers and opportunities for mentorship. It is evident that collaborative professional learning should happen in order to increase student achievement and maintain high proficiency in all academic areas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With successful implementation of professional learning, overall ELA and Mathematics proficiency will increase by a minimum of 5 percentage points, from 65 percent to 70 percent in ELA, and 68 percent to 73 percent in Mathematics, as evidenced by the 2024 Spring FAST PM 3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Professional Learning Support Team (PLST) will assist with providing ongoing professional development to the staff in the area of focus on the School Improvement Plan. During dedicated professional development days, the PLST will use the PD survey results to provide strategic PD opportunities that will be available for all teachers. Additionally, the Lead Mentor on the PLST will coordinate and assist with teacher selection of peer professionals to work along side staff members during the school year. There will also be targeted professional learning opportunities for new teachers, as well as "learning walks," that will take place throughout the school year. To monitor participation in the PD activities, the school's PD Liaison will propose professional development opportunities and administration will monitor teacher attendance and submitted evaluations.

Person responsible for monitoring outcome:

Amy Porzio (aporzio@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To support this Area of Focus, the school will focus on the evidence-based strategy of Instructional Coaching/Professional Learning. High quality professional development aligned with collaborative opportunities will have a direct impact on proficiency achievement data. Professional learning walks will be monitored by the administrative team and supported by the PLST Lead Mentor. Professional development days, as well as a portion of one faculty meeting per month, will be dedicated to professional learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional Coaching/Professional Learning will ensure that the staff's PD needs are met and delivered during the school year, specifically to address the noted decline in academic achievement,

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Interested mentor and mentee teachers will be identified and selected to participate in job-embedded professional development and learning walks with peers. A survey will be created to identify interested teachers who will serve as mentors and mentees. The PLST Lead Mentor will meet with administration to assist with determining appropriate pairings.

Person Responsible: Karen Adamson (kadamson@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Identified staff willing to provide peer classroom observation opportunities will be facilitated via a staff survey. Administration and the PLST Lead Mentor will monitor the survey to identify participants and establish a plan for implementation.

Person Responsible: Karen Adamson (kadamson@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Professional development trainings will be created and aligned to the PD needs survey in the targeted areas of Mathematics and ELA. A specific focus will be on technology in order to support those areas. High quality professional learning will be facilitated and developed by the PLST and delivered on the District's established PD days.

Person Responsible: Amy Porzio (aporzio@dadeschools.net)

By When: August 14, 2023 - September 29, 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Howard D. McMillan Middle School will disseminate the 2023-2024 School Improvement Plan in both English and Spanish to stakeholders through an EESAC Meeting. After the EESAC meeting to adopt the plan, it will be uploaded on our schools website, hdmcmillan.org and presented at the first PTSA meeting of the year. Throughout the school year, the title one community and stakeholders will receive

protocols and additional action steps through monthly EESAC meetings, PTSA meetings, Title 1 parent meetings and our website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Title 1 Family Engagement Plan will be shared with stakeholders in both languages through our scheduled monthly Title 1 parent meetings, monthly PTSA meetings, monthly EESAC meetings and online at our schools' website; hdmcmillan.org. On September 7, 2023, there will be an annual Title 1 meeting followed by PTSA meeting where the plan will be reviewed and shared with stakeholders. Immediately following the meetings that evening is our annual Open house. Title 1 monthly parent meetings take place to review and adjust the plan throughout the school year.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Howard D. McMillan Middle School will continue to strengthen the already existing strong academic programs. The area of focus for the 2023-2024 school year is Math and ELA. In order to increase the quality learning time, we have been awarded dollars through middle school enrichment to assist with before and after school tutoring and enrichments opportunities for all students. McMillan Middle school thrives in offering curriculum rich academic offerings within the 2 magnet programs of Robotics and Engineering and the other Medical Health Sciences. Additionally, the master schedule schedule includes our Cambridge magnet offerings for honors and gifted Core classes. Every school year, McMillan Middle School strives to supersede our own high expectations.. We have been awarded STEM Gold designations based on our robust offerings in Science, Technology, Engineering and Math.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Howard D. McMillan Middle School is a Title 1 school that serves its community by offering a rich and robust curriculum integrating the two magnet strands of Robotics and Medical Health Science.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Howard D. McMillan Middle School student services department is the heartbeat of the school. Employing two full time counselors as well as district provided mental health coordinator, this team ensures counseling, mediation and support services are provided to all students who enter the school. Peer mediation and peer leaders work to mentor students alongside the student services Team. The Panther Paw club lead by the student services department chairperson is aimed at creating an afterschool school club where students feel safe and train to share their stories to assist with mediating and supporting the needs of their peers.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Howard D. McMillan Middle School offers students courses to earn high school credits in the area of Algebra 1, Geometry, Physical Science and Biology. These unique opportunities allow for more 54% of the population arriving to high school ready for post secondary school course work and credits. Additionally, students are earning credits in field of studies that assist with the work force in a variety of careers pertaining to technology, robotics, science, medical, etc.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Coordination of services between the Special Education Chairperson and the Student Services chairperson creates the work of early intervention services and behaviors. Howard D. McMillan School will work together to provide assistance early on pertaining to behaviors and academics. Following the districts MTSS plan, early intervention yields greater success academically and emotionally.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Learning opportunities are afforded to employees through the districts professional development department as well as the onsite Howard D. McMillan Middle School PD liaison. Employees regardless of job code can log onto the districts Frontline Education platform to access their professional development needs to earn master plan points.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

not applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes